

**OCCUPATIONAL PREPARATION**

## OCCUPATIONAL PREPARATION I

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career-Technical Education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

**Strands:** Self-Determination, Personal Management, Interpersonal Relationship Skills, Career Development, Job Seeking Skills, and Job Performance.

**COMPETENCY GOAL 1: The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.**

**Objectives:**

- 1.01 Explains the terms self-determination and self-advocacy and relates these concepts to personal rights and planning for the future.
- 1.02 Develops the self-awareness needed to identify personal traits and attributes affecting success in the following activities of adult life:
  - Self-concept
  - Self-confidence
  - Strengths and weaknesses
  - Expression of emotions
  - Acceptance of praise
  - Acceptance of criticism
  - Personal social skills
  - Accommodations and modifications needed due to disability
  - Positive characteristics
  - Listening skills
  - Problem-solving skills
- 1.03 Identifies the information provided through evaluations and assessments and applies the information to transition and career planning:
  - Aptitudes
  - Temperaments
  - Attitudes
  - Values
  - Lifestyles and preferences
  - Learning styles
  - Functional academic skills
  - Health and medical issues
- 1.04 States the major concepts and strategies in career planning:
  - Post-secondary outcome goals
  - Dreams and visions
  - Active listening
  - Strategic planning for goal achievement
  - Interagency teams (e.g. appropriate service providers as team members)
  - Negotiation
  - Compromise
  - Independence and accompanying responsibilities
  - Decision-making and choice-making

**COMPETENCY GOAL 2: The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine a career goal.**

**Objectives:**

- 2.01 Defines terms related to vocational training (e.g. apprenticeships, cooperative education, job shadowing, on-the-job training, internships)
- 2.02 Identifies major benefits of employment along with specific advantages and disadvantages of certain careers.
- 2.03 Identifies various sources of occupational information and strategies for accessing information.
- 2.04 Develops an awareness of things to be considered when making a career pathway choice:
  - Occupational interests
  - Job possibilities in areas of interests
  - Required training or education
  - Salary ranges
  - Working conditions
  - Job requirements
  - Employee and environment match
- 2.05 Participates successfully in multiple school-based activities to complete the 300-hour requirement for the Occupational Course of Study by graduation:
  - Vocational assessment activities
  - School factories
  - School-based enterprises
  - Hands-on vocational training in Career-Technical Education courses
  - Job fairs
  - Vocational Rehabilitation work adjustment training
  - Job Clubs

**COMPETENCY GOAL 3: The learner will develop the job-seeking skills necessary to secure employment in the chosen career pathway.**

**Objectives:**

- 3.01 Defines terms in various employment and career related areas:
  - Job applications
  - Job interviews
  - Orientation and training
  - Salary and benefits
  - Career advancement
- 3.02 Identifies and describes job search strategies:
  - Job listings
  - Employment Security Commission
  - Employment agencies
  - Family and friend network
  - Vocational Rehabilitation counselor
  - Career Guidance Counselor
  - Internet
  - Yellow pages
  - Want Ads
  - Help wanted signs
  - Teachers
  - Direct Application
- 3.03 Understands the process for obtaining and completing job applications:
  - Steps for requesting an application
  - Parts of an application
  - Required information
  - Optional information
  - Timeliness
  - Neatness, legibility, and accuracy
  - Submission of an application (traditionally and electronically)

**COMPETENCY GOAL 4: The learner will develop the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway.**

**Objectives:**

- 4.01 Develop a work ethic based on understanding the importance of work:
  - Work personality
  - Rewards of working
  - Contributions to society
  - Expectations of the world of work
- 4.02 Identifies personal hygiene and grooming skills appropriate for chosen career path and their importance to successful employment:
  - Grooming products and their usage
  - Work wardrobe
  - Seasonal wear
  - Hair care
  - Dental care
  - Body care
  - Skin care

**COMPETENCY GOAL 5: The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in chosen career pathway.**

**Objectives:**

- 5.01 States the need for abiding by rules, procedures, and regulations in the workplace and identifies rules common to a variety of occupations.
- 5.02 Explains basic safety rules applicable to a variety of workplace situations:
  - Basic safety guidelines
  - Use of safety equipment
  - Notification of safety issues
  - Warning signs
  - Use of hand and power tools
  - Use of equipment
  - Lifting
- 5.03 States the purpose and responsibilities of the Environmental Protection Agency
- 5.04 Acquires knowledge of environmental-related issues:
  - Poisons and appropriate usage/disposal
  - Cleaners and appropriate usage/disposal
  - Combustibles and appropriate usage/disposal
  - Trash disposal
  - Hazardous materials and appropriate usage
  - Recycling

**COMPETENCY GOAL 6: The learner will develop the interpersonal relationship skills needed for success in the workplace.**

**Objectives:**

- 6.01 Defines the terms friend, co-worker, supervisor, and customer.
- 6.02 Recognizes the importance and desirable characteristics of workplace friends.

- 6.03 Describes appropriate social amenities, social routines, conversational topics, and language for a variety of workplace situations:
- Introductions
  - Greetings
  - Farewells
  - Compliments
  - Apologies
  - Requests
  - Breaktime
  - Same sex conversations
  - Opposite sex conversations
  - Questions/comments from coworkers and supervisors
  - Humorous situations
  - Requests for permission
  - Interruptions
  - Casual conversation
  - Work-related conversation
- 6.04 Identifies appropriate body language, body space, voice tone, volume, and attitude during social interactions in the workplace:
- Introductions (e.g. shaking hands, voice tone, body posture, eye contact, etc.)
  - Conversation
  - Customer interactions
  - Coworker interactions
- 6.05 Explains methods of demonstrating cooperation, camaraderie, cheerfulness, and empathy in the workplace:
- Attitude
  - Conversation
  - Gestures
  - Tokens of helpfulness
  - Expressions of concern/sympathy
  - Recognition of special occasions
  - Written greetings/condolences
  - Company sponsored recreation and social events

## OCCUPATIONAL PREPARATION II

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

**Strands:** Self-Determination, Personal Management, Interpersonal Relationship Skills, Career Development, Job Seeking Skills, and Job Performance

**COMPETENCY GOAL 1: The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.**

**Objectives:**

- 1.01 Identifies and demonstrates an understanding of various styles of communication and their utilization:
  - Passive
  - Aggressive
  - Assertive
  - Formal
  - Informal
  - Nonverbal (e.g. body language)
- 1.02 Develops a basic understanding of laws related to disability rights:
  - Americans with Disabilities Act (ADA)
  - Equal Employment and Opportunity Commission (EEOC)
  - Fair Labor Standards Act (FLSA)
  - Sections 501/502/504 of the Vocational Rehabilitation Act of 1973
  - Individuals with Disabilities Education Act (IDEA)
  - Vocational Rehabilitation's Individualized Plan of Employment (IPE)
  - Carl Perkins Act
  - Person-centered planning
  - Family Rights Privacy Act
  - Adult status at age 18
  - OSHA
- 1.03 Identifies the steps involved in career planning
- 1.04 States how the content of the Occupational Course of Study relates to future careers and adjustment to adult life.
- 1.05 Identifies areas of personal improvement and demonstrates the ability to formulate a plan of action
- 1.06 Identifies basic concepts associated with labor unions and professional organizations and the advantages/disadvantages of membership.

**COMPETENCY GOAL 2: The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine a career goal.**

**Objectives:**

- 2.01 Examines various career pathways and identifies potential careers of interest
- 2.02 Demonstrates the ability to locate information about careers of interest
- 2.03 Investigates information related to their list of potential future careers.
- 2.04 Participates successfully in multiple school-based activities to complete the 300-hour requirement for the Occupational Course of Study by graduation:
  - School factories
  - School-based enterprises
  - Hands-on vocational training in Career-Technical Education courses
  - Job fairs
  - Vocational Rehabilitation work adjustment training
  - Vocational assessment activities
  - Job Clubs

- 2.05 Participates successfully in paid and non-paid work-based (i.e. community-based) activities to complete the 240-hour requirement for the Occupational Course of Study by graduation:
- Community-based training (e.g. enclaves, mobile work crews)
  - Situational assessment
  - Internships
  - Job Shadowing
  - Apprenticeships
  - Co-op programs
  - Part-time employment
  - Legitimate volunteer experiences
  - Community service

**COMPETENCY GOAL 3: The learner will develop the job seeking skills necessary to secure employment in chosen career pathway.**

**Objectives:**

- 3.01 Describes successful interviewing strategies:
- Purpose of interview
  - Information on potential employer
  - Proper attire
  - Proper behavior
  - Necessary papers/personal information (e.g. work permit, social security number, driver's license/ID)
  - Appropriate response to questions
  - Appropriate questions to ask interviewer
  - Follow-up to interview
- 3.02 Describes steps for obtaining pertinent employment related information:
- Social security number
  - Work permit
  - Identification card
  - References
  - Certification of specialized training
  - High school transcript
- 3.03 Identifies the steps involved in conducting a job search in areas of career interest.
- 3.04 Describes the content and outline of a job placement portfolio and discusses strategies for the collection of this information:
- Biographical information
  - School and work attendance records
  - Vocational evaluation and assessment results
  - Record of school-based and work-based learning activities
  - Course of study and grades
  - Extra-curricular activities
  - Community service activities
  - Awards, honors, and special recognition
  - Long-range goals
  - Adult service agency involvement
  - References
- 3.05 Participates in establishing the process for the development of a Job Placement Portfolio prior to graduation.

**COMPETENCY GOAL 4: The learner will develop the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway.**

**Objectives:**

- 4.01 Identifies transportation and mobility resources and strategies for utilization:
- Public transportation
  - Graphic transportation and mobility organizers (e.g. directions, maps, transportation schedules, building schematics)
  - Friends, relatives, and coworkers
  - Safety
  - Etiquette
  - Choice issues (e.g. convenience, cost, reliability, and accessibility)
  - Accommodations
  - Budgeting
  - Learner's permit and driver's license
  - Issues related to owning a car
- 4.02 Identifies the importance of various personal management work behaviors, habits, and skills for job success and strategies for their successful implementation:
- Physical navigation of employment sites (e.g. entrance, exit, stairs, elevator, hallways, escalators)
  - Acceptance of feedback from a supervisor
  - Requests for assistance
  - Resolution of conflicts
  - Demonstration of respect
  - Acceptance of new tasks
  - Delayed gratification
  - Avoidance of maladaptive behaviors (e.g. physical aggression, excessive teasing, verbal aggression, non-compliance, inappropriate verbalizations, inappropriate displays of affection, stealing, sexual misconduct, harassment)
  - Good attendance
  - Punctuality
  - Breaktime behavior
  - Completion of work within designated time schedule
  - Initiative
  - Flexibility
  - Adaptation to change

**COMPETENCY GOAL 5: The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in career pathway.**

**Objectives:**

- 5.01 States the reasons for maintaining high standards for quality and quantity of work and recognizes strategies for obtaining these standards:
- Time on task
  - Self-evaluation of work
  - Performance of repetitive tasks
  - Competitive standards
  - Work evaluations by supervisor
- 5.02 Identifies the physical demands of the job performance skills and the level of environmental tolerance needed for chosen career path:
- Endurance
  - Stamina
  - Use of upper extremities
  - Fine motor skills
  - Gross motor skills
  - Sensory discrimination
  - Temperature/weather conditions
  - Noise level
  - Alertness
  - Materials
  - Environmental conditions and hazards

- 5.03 Explains job performance issues related to a variety of occupations and their importance as they relate to job success:
- Use of a timeclock and/or timesheet
  - Acquisition of materials/equipment needed for job assignments
  - Organization of work materials
  - Work area arrival and departure
  - Problem-solving

**COMPETENCY GOAL 6: The learner will develop the interpersonal relationship skills needed for success in the workplace.**

**Objectives:**

- 6.01 Identifies potential conflict situations on the job and strategies for handling and preventing workplace conflict:
- Peer pressure from coworkers
  - Coworker verbalization of beliefs and values contrary to one's own beliefs and value system
  - Exposure to unkind, unethical, and dangerous practices
  - Instigation of an argument by a coworker and customer
  - Personality conflicts
  - Negative interactions (e.g. teasing, namecalling, put-downs, verbal aggression, and physical aggression)
- 6.02 Develops an awareness of and sensitivity to different cultures, lifestyles, attitudes, and beliefs.
- 6.03 Determines appropriate attitudinal and behavioral strategies for interacting with a supervisor:
- Evaluative conference
  - Compliance with instructions and directions
  - Orientation
  - Problem reporting
  - Requests for assistance
- 6.04 Identifies appropriate natural supports on specific jobs and strategies for developing these supports.
- 6.05 Outlines strategies for basic customer service skills:
- Performance consistent with a company's customer service policy (e.g. mission statement, vision)
  - Helpful and friendly interactions
  - Resolution of customer complaints
  - Provision of information (e.g. verbal, phone, and email)
  - Obtaining supervisor's assistance in crisis situations with customers

## OCCUPATIONAL PREPARATION III

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

**Strands:** Self-Determination, Personal Management, Interpersonal Relationship Skills, Career Development, Job Seeking Skills, and Job Performance

**COMPETENCY GOAL 1: The learner will exhibit the self-determination skills needed to participate in transition planning and successful adjustment to adult life.**

**Objectives:**

- 1.01 Identifies adult service agencies, their services and the processes for accessing these services:
  - Vocational Rehabilitation (VR)
  - Social Security Administration (SSA)
  - Employment Security Commission (ESC)
  - Workforce Development Board (Workfirst Investment Act)
  - Mental Health
  - Advocacy Groups
  - Post-secondary Educational Institutions
  - Community Residential Services
  - Community Rehabilitation Agencies (e.g. Sheltered workshops)
  - Community Recreation Services
  - Public Health Services
  - Department of Social Services (DSS)
  - Private adult service providers
- 1.02 Demonstrates the use of self-determination in a variety of life situations and utilizes self-advocacy skills appropriately to reach post-secondary school goals.
- 1.03 Demonstrates active participation in transition planning activities:
  - Establishment of agenda
  - Chairmanship of meetings
  - Development of plans
  - Assignment of responsibilities
  - Follow-up

**COMPETENCY GOAL 2: The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine a career goal.**

**Objectives:**

- 2.01 States reasons and procedure for making a job change.
- 2.02 Obtains assistance in assessing personal attributes related to career choice.
- 2.03 Participates successfully in multiple school-based activities to complete the 300-hour requirement in the Occupational Course of Study by graduation:
  - School factories
  - School-based enterprises
  - Hands-on vocational training in Career-Technical Education courses
  - Job fairs
  - Vocational Rehabilitation work adjustment training
  - Job Clubs

- 2.04 Participates successfully in multiple paid and non-paid work-based (i.e. community-based) activities to complete the 240-hour requirement for the Occupational Course of Study by graduation:
- Community-based training (e.g. enclaves, mobile work crews)
  - Situational assessment
  - Internships
  - Job Shadowing
  - Apprenticeships
  - Co-op programs
  - Part-time employment
  - Legitimate volunteer experiences
  - Community service

**COMPETENCY GOAL 3: The learner will exhibit job-seeking skills necessary to secure employment in chosen career pathway.**

**Objectives:**

- 3.01 Conducts a job search based on career interests and abilities using any or all of the following:
- Job listings
  - Employment Security Commission
  - Employment agencies
  - Friends and relatives
  - Vocational Rehabilitation Counselor
  - Career Guidance Counselor
  - Internet
  - Yellow pages
  - Want Ads
  - Help wanted signs
  - Teachers
  - Direct application
- 3.02 Completes a variety of job applications in an acceptable manner.
- 3.03 Composes a letter of introduction to accompany an application.
- 3.04 Participates in mock job interviews.
- 3.05 Composes a follow-up letter for an interview.
- 3.06 Participates in the collection of information for the development of a job placement portfolio.

**COMPETENCY GOAL 4: The learner will exhibit the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway.**

**Objectives:**

- 4.01 Develops an understanding of basic information concerning payroll and fringe benefits:
- Interpretation of paystub (e.g. net pay, gross pay, deductions, vacation days, sick days)
  - Calculation of pay
  - Social Security benefits and deductions
  - Fringe benefits (e.g. vacation, insurance, stock options, bonuses)
  - Perks (e.g. discount tickets, use of company equipment, modified work schedule, etc.)
  - Insurance (e.g. major health/medical, disability, life, dental, cancer, etc)
- 4.02 Exhibits a strong work ethic and understands the importance of work to an individual and society.
- 4.03 Exhibits good personal hygiene on a consistent basis:
- Grooming products and their usage
  - Work wardrobe
  - Seasonal wear
  - Hair care
  - Dental care
  - Body care
  - Skin care

**COMPETENCY GOAL 5: The learner will exhibit the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in career pathway.**

**Objectives:**

- 5.01 Defines various technology resources and identifies the importance of technology in the workplace.
- 5.02 Identifies technological supports needed to accommodate specific disability in the workplace.
- 5.03 Identifies specific employability skills vs. general employability skills needed for chosen career path and accommodations or modifications needed to perform these skills.
- 5.04 Demonstrates safety and awareness of environmental-related issues in the workplace:
  - Identification of basic safety equipment
  - Utilization of safety equipment
  - Notification of safety issues
  - Warning signs
  - Use of equipment
  - Lifting
  - Injury prevention
  - Poisons and appropriate usage
  - Cleaners and appropriate usage
  - Combustibles and appropriate usage
  - Trash disposal
  - Hazardous materials and appropriate usage
  - Recycling
- 5.05 Demonstrates the physical demands and environmental tolerance and adjustment needed for chosen career pathway:
  - Endurance
  - Stamina
  - Use of upper extremities
  - Fine motor skills
  - Gross motor skills
  - Sensory discrimination
  - Temperature/weather conditions
  - Noise level
  - Alertness
  - Materials
- 5.06 Demonstrates the ability to organize work area, materials, and equipment needed to perform job tasks of chosen career pathway.

**COMPETENCY GOAL 6: The learner will exhibit interpersonal relationship skills in the workplace.**

**Objectives:**

- 6.01 Interprets formal and informal organizational systems and the manner in which they operate in an employment setting:
  - Chain of command
  - Corporate culture
  - Departments (e.g. personnel, finance, purchasing, maintenance)
  - Formal and informal lines of communication
  - Formal and informal leadership
  - Committees
  - Task forces
  - Quality circles
  - Teamwork
  - Democratic voting
  - Consensus decision-making
- 6.02 Explains how societal needs influence the nature and structure of businesses and how businesses impact the community:
  - Raw materials
  - Products
  - Customers
  - Services
  - Environment
- 6.03 Demonstrates the ability to make friends in the workplace.

- 6.04 Applies the use of appropriate social amenities, social routines, conversational topics, and language in the workplace and appropriate body language and voice tone during these interactions:
- Introductions
  - Greetings
  - Farewells
  - Compliments
  - Apologies
  - Requests
  - Breaktime
  - Same sex conversations
  - Opposite sex conversations
  - Questions/comments from coworkers and supervisors
  - Humorous situations
  - Asking permission
  - Interruptions
  - Casual conversation
  - Work-related conversation
- 6.05 Utilizes cooperation, camaraderie, cheerfulness, and empathy in the workplace:
- Attitude
  - Conversation
  - Gestures
  - Tokens of helpfulness
  - Expression of concern/sympathy
  - Recognition of special occasions
  - Written greetings/condolences
  - Company sponsored recreation and social events

## OCCUPATIONAL PREPARATION IV

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

**Strands:** Self-Determination, Personal Management, Interpersonal Relationship Skills, Career Development, Job Seeking Skills, and Job Performance

**COMPETENCY GOAL 1: The learner will exhibit the self-determination skills needed to participate in transition planning and successful adjustment to adult life.**

**Objectives:**

- 1.01 Identifies and accesses services of various adult service provider agencies based on individual needs.
- 1.02 Exhibits self-determination in a variety of employment situations.
- 1.03 Demonstrates the ability to apply basic legal and disability right legislation to various life and employment situations:
  - Americans with Disabilities Act (ADA)
  - Equal Employment and Opportunity Commission (EEOC)
  - Fair Labor Standards Act (FLSA)
  - Section 504 of the Vocational Rehabilitation Act of 1973
  - Individuals with Disabilities Education Act (IDEA)
  - Carl Perkins Act
  - Person-centered planning
  - Family Rights Privacy Act
  - Status as an adult at age 18
  - OSHA

**COMPETENCY GOAL 2: The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine a career goal.**

**Objectives:**

- 2.01 Participates successfully in multiple school-based activities to complete the 300-hour requirement in the Occupational Course of Study by graduation:
  - School factory
  - School-based enterprises
  - Hands-on vocational training in Career-Technical Education courses
  - Job fairs
  - Small business operation
  - Vocational Rehabilitation work adjustment
- 2.02 Participates successfully in multiple paid and non-paid work-based (i.e. community-based) activities in order to complete the 240-hour requirement for the Occupational Course of Study by graduation:
  - Community-based training (e.g. enclaves, mobile work crews)
  - Situational assessment
  - Internships
  - Job Shadowing
  - Apprenticeships
  - Co-op programs
  - Part-time employment
  - Legitimate volunteer experiences
  - Community service
- 2.03 Describes chosen career pathway, reason for choice, job specifics, job requirements, and potential for advancement.

**COMPETENCY GOAL 3: The learner will exhibit job-seeking skills necessary to secure employment in chosen career pathway.**

**Objectives:**

- 3.01 Completes job applications from list of potential jobs based on career choices.
- 3.02 Interviews for post-secondary jobs in chosen career pathway.
- 3.03 Composes a follow-up letter for each interview.
- 3.04 Completes Job Placement Portfolio.

**COMPETENCY GOAL 4: The learner will exhibit the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway.**

**Objectives:**

- 4.01 Utilizes appropriate forms of transportation in an effective manner for the purpose of employment and community integration.
- 4.02 Exhibits various personal management work behaviors, skills, and habits in employment settings:
  - Physical navigation of employment sites (e.g. entrance, exit, stairs, elevator, hallways, escalators)
  - Acceptance of feedback from a supervisor
  - Requests for assistance
  - Resolution of conflicts
  - Demonstration of respect
  - Acceptance of new tasks
  - Delayed gratification
  - Refraining from maladaptive behavior (e.g. physical aggression, excessive teasing, verbal aggression, non-compliance, inappropriate verbalizations, inappropriate displays of affection, stealing, sexual misconduct, harassment)
  - Good attendance
  - Punctuality
  - Break time behavior
  - Completion of work within designated time schedule
  - Initiative
  - Flexibility
  - Adaptation to change
- 4.03 Applies knowledge of payroll and fringe benefits to real employment situations.
- 4.04 Identifies the need for continuous life-long training, the types of skills requiring refinement and locates various sources for obtaining future training.

**COMPETENCY GOAL 5: The learner will exhibit the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in career pathway.**

**Objectives:**

- 5.01 Demonstrates the ability to work at competitive standards for quality and production in chosen career pathway.
- 5.02 Demonstrates basic technology skills applicable to chosen career pathway by using:
  - Calculator
  - Adding machine
  - Computer internet searches
  - E-mails
  - TV/VCR
  - Telephone
  - Voice Mail
  - Data entry
  - Cash register
  - Fax machines
  - Copiers
  - Scanning devices
- 5.03 Demonstrates the ability to solve problems applicable to chosen career pathway
- 5.04 Demonstrates the ability to follow all rules, procedures, and regulations applicable to chosen career pathway.

**COMPETENCY GOAL 6: The learner will exhibit the interpersonal relationship skills needed for success in the workplace.**

**Objectives:**

- 6.01 Demonstrates sensitivity to cultural diversity in the workplace.
- 6.02 Develops natural supports in the workplace.
- 6.03 Demonstrates appropriate employee-supervisor interactions.
- 6.04 Demonstrates basic customer service skills in chosen career pathway:
  - Performance consistent with company's customer service policy
  - Helpful and friendly interactions
  - Customer complaints
  - Requests for information
- 6.05 Exhibits teamwork in the workplace.
- 6.06 Demonstrates the ability to handle workplace conflict.
- 6.07 Demonstrates the ability to effectively participate within the parameters and abide by the guidelines of formal and informal organizational systems in an employment setting:
  - Chain of command
  - Corporate culture
  - Departments (e.g. personnel, finance, purchasing, maintenance, etc.)
  - Formal and informal lines of communication
  - Formal and informal leadership
  - Committees
  - Task forces
  - Quality circles
  - Teamwork
  - Democratic voting
  - Consensus decision-making

**COMPETENCY GOAL 7: The learner will complete 360 hours of successful competitive employment by graduation.**

**Objectives:**

- 7.01 Obtains and maintains a competitive employment position in an integrated community setting at or above minimum wage (with or without the use of supported employment) in chosen career pathway.
- 7.02 Synthesizes and applies all skill areas learned in previous Occupational Preparation courses to obtain and maintain competitive employment:
  - Self-awareness
  - Self-determination
  - Career planning
  - Transition planning
  - Assistive communication
  - Law and disability rights
  - Labor unions and professional organizations
  - Adult service providers
  - Job seeking
  - Applications/interviews
  - Work ethic
  - Transportation and mobility
  - Work behaviors, habits, and skills in the area of personal management
  - Payroll and fringe benefits
  - Safety
  - Work behaviors, habits and skills in the area of job performance
  - Quality and quantity standards
  - Technology
  - Workplace social amenities, social routines, conversation, and language
  - Non-verbal workplace communication
  - Conflict situations
  - Co-worker interactions and relationships
  - Supervisor interactions and relationships
  - Natural supports
  - Customer service
  - Formal and informal organizational systems

OCCUPATIONAL ENGLISH

# OCCUPATIONAL ENGLISH I

Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing strategies to interpret and express factual, functional information. They use oral language strategies to communicate effectively in both formal and informal situations. In Occupational English I students will:

- Expand basic telephone skills for work and home
- Write complete simple and compound sentences
- Take and support positions of self-advocacy
- Read a variety of materials to gain information and perform tasks
- Read basic, functional vocabulary terms
- Employ accurate manuscript and cursive letter formation
- Exhibit ethical behavior in the use of computer technology
- Develop effective interviewing skills

**Strands:** Functional Reading, Written Language, Expressive and Receptive Communication, and Media and Technology

## **COMPETENCY GOAL 1: The learner will obtain and demonstrate functional reading skills.**

### **Objectives:**

- 1.01 Demonstrate functional reading strategies by:
  - applying word attack skills
  - using context clues
  - applying prefix, suffix, and root word rules
- 1.02 Read functional vocabulary terms as needed for:
  - ensuring safety in the home and community
  - using public transportation
  - participating in recreational activities
  - gaining general information for interacting in the community via informational signs
  - shopping
- 1.03 Read and comprehend information found in a variety of print and non-print material to:
  - gain nutritional information
  - understand clothing labels
  - understand directions and rules posted in public areas
  - use sales catalogs
  - understand safety regulations and procedures
- 1.04 Read and comprehend the NC Driving Manual in order to:
  - understand driving terms
  - identify road signs
  - explain traffic rules
  - pass the written portion of the driver's exam
- 1.05 Demonstrate ability to read road maps by:
  - understanding map symbols
  - estimating travel time
  - plotting a trip for one destination to another
  - employing alternate routes
  - calculating mileage

## **COMPETENCY GOAL 2: The learner will obtain and demonstrate functional written language skills.**

### **Objectives:**

- 2.01 Print all upper and lower case manuscript letters using correct letter formation.

- 2.02 Express information and ideas when writing simple and compound sentences by using:
- regular and irregular verbs
  - subject/verb agreement
  - pronouns and pronoun usage
  - verb tense consistency
  - subject consistency
  - adjectives
  - adverbs
  - prepositions
  - coordinating conjunctions
- 2.03 Use basic capitalization and punctuation rules including:
- first word in a sentence
  - proper names
  - period to end declarative and imperative sentences
  - question mark to end interrogative sentences
  - exclamation point to end exclamatory and/or imperative sentences
  - commas between words in a series
- 2.04 Spell one syllable words commonly used in everyday writing
- 2.05 Write and self-edit a variety of items such as but not limited to:
- a telephone message
  - a note/message on a fax memo
  - list(s), (i.e., shopping, grocery, "to do", packing)
  - a thank you note
  - a short personal note or message
  - taking notes from a class discussion or lecture
  - preparing a personal portfolio
- 2.06 Complete forms and applications in the workplace and community such as:
- personal data sheet
  - withholding tax forms
  - job applications
  - insurance forms
  - health forms
  - driver's permit and license forms

**COMPETENCY GOAL 3: The learner will obtain and demonstrate functional expressive communication skills.**

**Objectives:**

- 3.01 Apply basic subject/verb agreement rules when speaking.
- 3.02 Acquire and apply appropriate telephone skills for use within the home environment to:
- converse with friends and relatives
  - secure specific information from ads (housing, materials, and supplies)
  - use 911 service
  - order needed household supplies (fuel, medicine, repair service)
  - use directory assistance services
- 3.03 Demonstrate self-advocacy skills to:
- express preferences
  - express goals
  - express opinions
  - express personal decisions
  - make informed judgments when evaluating information and ideas
- 3.04 Give directions to places within personal environment by:
- organizing thoughts to articulate directions for locating items within the home
  - organizing thoughts to articulate directions to houses within neighborhood
  - organizing thoughts to articulate directions to stores, banks, post office, doctors and hospital within community
- 3.05 Acquire and demonstrate effective oral interviewing skills by:
- using proper voice level and tone
  - using appropriate greetings and farewells
  - speaking in complete sentences
  - asking only appropriate questions during an interview
  - voicing preferences, goals, and opinions appropriately

**COMPETENCY GOAL 4: The learner will obtain and demonstrate functional receptive communication skills.**

**Objectives:**

- 4.01 Expand basic listening skills for work and home through:
  - listening to basic needs expressed by others via various forms of communication media (e.g., oral classroom discussions, lecture, telephone conversations, radio, television, and the internet)
  - listening to understand self, others, and the world around him/her
  - listening to the language of others and responding in an appropriate manner
  - listening to maintain relationships
- 4.02 Enhance receptive language through the use of print and non-print materials such as magazines, books on tape, movies, telephone conversations, and computers.
- 4.03 Demonstrate an understanding of self-advocacy skills related to the importance of self through:
  - comprehending common terminology associated with self-advocacy (e.g., honesty, responsibility, courage, concern, respect, citizenship, independence, etc.)
  - articulating difference between outer appearance and inner-self
  - using steps to make wise decisions within the home, school, and community
  - taking responsibility for own personal actions
- 4.04 Interpret materials presented orally to gain information and perform tasks by:
  - following up to two step oral directions
  - taking notes received orally through conversation and/or classroom lectures
  - discriminating facts from opinions offered through advertisements
  - identifying key information (e.g., pros and cons)

**COMPETENCY GOAL 5: The learner will obtain and demonstrate functional computer skills.**

**Objectives:**

- 5.01 Exhibit ethical behavior in the use of computer technology by:
  - describing the rights of an individual to ownership of created work
  - explaining why violations of the copyright law is a crime
  - identifying examples of copyright law violations
  - describing the need to protect software and hardware from vandalism
- 5.02 Demonstrating basic keyboarding skills

## OCCUPATIONAL ENGLISH II

Students in Occupational English II analyze and employ effective communication strategies in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional texts. Occupational English II students will:

- Give and request verbal directions
- Demonstrate appropriate communication skills when addressing peer
- Write sentences to form paragraphs
- Read and comprehend information found in a variety of printed material
- Read and comprehend functional vocabulary terms
- Use basic word processing skills for written communication
- Expand self-advocacy skills

**Strands:** Functional Reading, Written Language, Expressive and Receptive Communication, and Media and Technology

### **COMPETENCY GOAL 1: The learner will obtain and demonstrate functional reading skills.**

#### **Objectives:**

- 1.01 Read and define functional vocabulary words/terms to:
  - understand terms and abbreviations used by U.S. Postal Service
  - understand terms and abbreviations used in recipes
  - understand terms and abbreviations used by local, state, and federal government
  - understand terms and abbreviations used for personal titles
  - understand terms and abbreviations found in the newspaper
- 1.02 Expand functional reading skills using age-appropriate, leisure reading materials by applying:
  - context clues
  - key word techniques
  - paraphrasing skills
- 1.03 Read and comprehend information found in a variety of printed material to:
  - gain information from newspaper sales and want-ads
  - understand warranties, instructions, and manuals
  - understand bills, bank statements, credit card applications, mail order purchases, and non-prescription medicine directions
  - gain information from a variety of pamphlets
- 1.04 Demonstrate the ability to read and comprehend labels and directions on:
  - food
  - clothing
  - medicines

### **COMPETENCY GOAL 2: The learner will obtain and demonstrate functional written communication skills.**

#### **Objectives:**

- 2.01 Write all upper and lower case cursive letters using correct letter formation.
- 2.02 Compose a five sentence or more paragraph using:
  - a topic sentence
  - supporting details
  - appropriate logical sequence
  - sufficient elaboration
  - a concluding statement
- 2.03 Use appropriate capitalization and punctuation including:
  - proper nouns (geographical places, holidays, special events, titles)
  - commas, periods, and apostrophes
  - periods with abbreviations

- 2.04 Spell commonly used multi-syllable word with the assistance of spelling aids.
- 2.05 Write and self-edit a variety of items such as, but not limited to:
  - simple tasks and driving directions
  - journal entries about personal experiences
  - personal letters, notes, and messages
  - a school excuse note
  - emergency information for a babysitter
- 2.06 Complete forms and applications in the workplace and community such as:
  - job applications
  - checks
  - medical forms
  - some Service forms
  - Social Security forms

**COMPETENCY GOAL 3: The learner will obtain and demonstrate functional expressive communication skills.**

**Objectives:**

- 3.01 Apply basic subject-verb agreement rules and appropriate use of adjectives when speaking.
- 3.02 Acquire and apply appropriate telephone skills for use within an employment environment to:
  - greet and serve customers
  - secure information about the status of an order
  - order needed materials and equipment from a supplier
  - give directions to a place of employment
  - handle angry callers
  - notify customer about a business related matter
  - take messages given by customers
- 3.03 Demonstrate self-advocacy skills by:
  - voicing complaints
  - requesting a refund
  - expressing needs
  - appropriately demanding timely service
- 3.04 Give directions to complete a task/job within a work environment by:
  - presenting information in logical order
  - presenting information in sequence using terms such as first, second, etc.
  - speaking in complete sentences
- 3.05 Demonstrate appropriate conversational skills when communicating with peers by:
  - using acceptable voice levels and tones for a variety of settings
  - using socially acceptable vocabulary
  - refraining from making sexual or inappropriate remarks when talking to peers of the opposite sex

**COMPETENCY GOAL 4: The learner will obtain and demonstrate functional receptive communication skills.**

**Objectives:**

- 4.01 Interpret verbal explanations given concerning daily living and employment settings related to: listing pros and cons of living situations:
  - getting around the community (e.g., interpreting bus schedules, using street indexes, interpreting road signs, studying for the driver's test, etc.)
  - obtaining health care
  - living safely
  - reading rental ads
  - renting an apartment
  - interpreting a lease agreement
  - developing an interview guide
  - preparing for interviews
  - securing employment
  - interpreting a paycheck stub
  - communicating on the job

- 4.02 Demonstrate appropriate receptive communication skills when addressing peers by:
- listening without interrupting
  - recognizing poor listening skills
  - applying guidelines for good listening skills
  - using effective body language
  - interpreting confusing messages
  - communicating with people from different cultures
  - listening to other people the same way they would want to be listened to
- 4.03 Demonstrate knowledge of functional vocabulary terms when presented orally by:
- using books effectively (e.g., table of contents, index, appendix, etc.)
  - using a library effectively (e.g., card catalog, dictionary, encyclopedia and other reference books, magazines articles, etc.)
  - using test terminology
  - interpreting advertisements
  - using requested/required job skills
  - appropriately requesting a job application
  - listening and responding to criticism appropriately
- 4.04 Expand self-advocacy drills through receptive language by:
- choosing friends wisely
  - setting goals and priorities
  - deciding what is important to learn
  - taking responsibility for one's actions
  - getting to know self and others
  - taking and using steps to make wise decisions
  - knowing and understanding personal qualities
  - not making excuses

**COMPETENCY GOAL 5: The learner will obtain and demonstrate functional computer skills.**

**Objectives:**

- 5.01 Demonstrate basic computer knowledge and skills by:
- expanding keyboarding techniques, accuracy, and speed
  - identifying word processing terms (cursor, load, save, print, etc.)
  - using a word processing program to enter sentences and paragraphs into a computer and print document
  - saving information entered into a computer
  - using a word processing program to edit a paragraph and save changes

## OCCUPATIONAL ENGLISH III

Students in Occupational English III read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from print and non-print material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each. In addition, students will: Expand proficiency in basic sentence and paragraph writing as applied to a variety of functional, independent living, and employment tasks. Visually gain information from a variety of graphic material:

- Expand reading and writing of functional vocabulary terms
- Expand comprehension of a variety of printed material
- Demonstrate oral communication skills needed for a work environment
- Write formal and informal letters

**Strands:** Functional Reading, Written Language, Expressive and Receptive Communication, and Media and Technology

### **COMPETENCY GOAL 1: The learner will obtain and demonstrate functional reading skills.**

#### **Objectives:**

- 1.01 Read and define functional vocabulary words/terms to:
  - understand words/terms used in food and cooking directions
  - understand abbreviations used with calendars and times
  - understand abbreviations used in measurement
- 1.02 Expand comprehension skills with age appropriate reading materials at reading level by:
  - identifying important words and phrases used in a paragraph
  - underlining or highlighting important information contained in passages
  - discriminating main concept from supporting information
- 1.03 Read and comprehend information found in a variety of print and non-print material to:
  - follow safety procedures
  - order from a restaurant menu
  - select items from a prepared grocery list
  - obtain information from the newspaper concerning current events, weather, sports, entertainment, and classified ads

### **COMPETENCY GOAL 2: The learner will obtain and demonstrate functional written communication skills.**

#### **Objectives:**

- 2.01 Create readable documents using legible handwriting and/or a word processor.
- 2.02 Write a series of paragraphs using:
  - a topic sentence
  - specific relevant details
  - logical progression and movement of ideas
  - sufficient elaboration
  - coherence
  - a concluding statement
- 2.03 Consistently use correct capitalization, punctuations, and grammar in writing (i.e., underline, colon, semicolon, quotation marks).
- 2.04 Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- 2.05 Write a variety of items such as, but not limited to:
  - complicated directions
  - journal entries regarding personal experiences
  - resumes
  - work orders or reports
  - notes for repairmen and other home visitors

- 2.06 Identify the purpose, meaning, and styles (full block and modified block), and write a business letter that contains a:
  - heading
  - date
  - inside address
  - salutation or greeting
  - body of essential information
  - complimentary closing
  - signature
- 2.07 Write formal and informal letters for:
  - personal correspondence
  - cover letter for a resume
  - letter of self-advocacy (i.e., requesting information, requesting assistance)
  - registering a complaint
- 2.08 Complete forms and applications used in the workplace and community such as:
  - job applications
  - surveys
  - school forms
  - tax forms
  - store/retail forms
  - accident reports

**COMPETENCY GOAL 3: The learner will obtain and demonstrate functional expressive communication skills.**

**Objectives:**

- 3.01 Apply basic subject/verb agreement rules and appropriate use of adjectives and adverbs when speaking.
- 3.02 Express concerns or problems within a work environment by:
  - reporting unsafe working conditions
  - reporting problems with material or equipment
  - expressing difficulties with co-workers
  - expressing disagreements with supervisors or employers
- 3.03 Demonstrate self-advocacy skills when confronted with sexual harassment by:
  - articulating dislike/displeasure to the harasser
  - requesting that harassment stops
  - reporting incidents of sexual harassment to appropriate person(s)
  - verbalizing illegality of sexual harassment
- 3.04 Verbally give assistance within a work environment by:
  - offering to help co-workers
  - volunteering to do additional work when needed
  - speaking in complete sentences
- 3.05 Demonstrate appropriate conversational skills when communicating with customers, co-workers, or employers by:
  - using acceptable voice levels and tones for a work environment
  - using socially acceptable vocabulary
  - using appropriate title when addressing customers or employers
  - using proper etiquette when addressing customers, co-workers, and employers
  - speaking in complete sentences
  - keeping conversation on acceptable topics
  - refraining from using slang
  - initiating appropriate conversation during break time

**COMPETENCY GOAL 4: The learner will obtain and demonstrate functional receptive communication skills.**

**Objectives:**

- 4.01 Visually gain information from a variety of print and non-print materials by:
  - using indexes and grids to locate points on a map
  - identifying symbols used on any type of map
  - identifying the most direct route to travel between two points
  - using indexes, headings, subheadings, and color codes to locate information

- 4.02 Expand functional reading/writing vocabulary through the use of receptive language related to:
- advertising in various forms of media
  - interviewing
  - voting
  - traveling
  - eating in a restaurant
  - housing
  - transportation
  - earning and spending money
  - using health care services/facilities
  - following safety procedures
  - understanding safety color coding used in industry
  - interpreting danger and hazard signs in industry
  - cooking
  - completing forms
  - testing
  - using library terminology
- 4.03 Expand comprehension of a variety of print and non-print material by:
- demonstrating an understanding of print and non-print material once oral directions have been given
  - following a sequence of steps given orally (e.g., 1, 2, 3, etc.) as read from a variety of print and non-print materials

**COMPETENCY GOAL 5: The learner will obtain and demonstrate functional computer skills.**

**Objectives:**

- 5.01 Demonstrate basic computer knowledge and skills by:
- using a word processing program to copy and move text
  - using commercial software in content areas
  - identifying database management terms (file, field, record, etc.)
  - using a prepared database to enter and edit data
  - identifying telecomputing terms (modem, E-mail, download, virus, etc.)

## OCCUPATIONAL ENGLISH IV

Students in Occupational English IV integrate oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information. Occupational English IV students will:

- Expand verbal communication skills
- Write logical and sequential reports
- Expand comprehension of functional vocabulary to include legal, medical, tax, and insurance terms
- Read and comprehend directions and other printed material for daily living and employment tasks
- Complete personal forms and applications
- Use computer technology to enter and edit information on a spreadsheet and to communicate online
- Produce complete personal portfolios

**Strands:** Functional Reading, Written Language, Expressive and Receptive Communication, and Media and Technology

### **COMPETENCY GOAL 1: The learner will obtain and demonstrate functional reading skills.**

#### **Objectives:**

- 1.01 Read and define functional vocabulary words/terms found on:
- application forms (rental, lease, and credit forms)
  - simple tax, legal, and insurance forms
  - basic medical and health forms
- 1.02 Read and comprehend ads from a variety of sources for information about the local job market
- 1.03 Read and comprehend directions and other printed material for daily living and employment tasks by:
- creating a document that has essential personal information
  - defining term questions on an employment application
  - paraphrasing a variety of job descriptions
  - interpreting washing and ironing directions on clothing and other textiles
- 1.04 Expand comprehension skills of age-appropriate, leisure reading material.

### **COMPETENCY GOAL 2: The learner will obtain and demonstrate functional written language skills.**

#### **Objectives:**

- 2.01 Expand ability to create readable documents using legible handwriting and/or word processing device.
- 2.02 Develop the basis for writing logical and sequential reports, letters, and documents by:
- developing an outline
  - writing a rough draft
  - reviewing and revising a rough draft
  - using strategies to edit a rough draft to prepare for final copy for accuracy of spelling, sentence usage, mechanics, appropriate wording, grammar, and handwriting
  - write a final draft
- 2.03 Increase consistent use of correct capitalization, punctuation when writing (ie., underline, colon, set-colon, quotation marks).
- 2.04 Expand writing so as to combine several paragraphs into a concise, logical, and sequential document, letter, or report such as, but not limited to:
- inquiry for employment opportunities
  - letter of resignation or intent to leave employment
  - journal entries about personal experiences
  - letter requesting a personal reference
  - an injury or accident report
  - a report of sexual harassment

- 2.05 Complete forms and applications in the workplace and community such as:
- job applications
  - day care applications
  - car loan forms
  - loan and banking forms
  - mortgage and/or rental forms
  - forms to access community services

**COMPETENCY GOAL 3: The learner will obtain and demonstrate functional expressive communication skills.**

**Objectives:**

- 3.01 Demonstrate effective communication skills to express emotions/feelings by:
- expressing anger in a socially acceptable manner
  - articulating feelings of grief, disappointment, fear, happiness, etc.
  - praising or complimenting others when appropriate
- 3.02 Apply effective, proper communication skills to:
- request a letter of recommendation
  - request using a person as a reference
  - request a promotion
  - request a salary increase
- 3.03 Demonstrate self-advocacy skills when:
- unjustly criticized by an employer
  - treated unfairly by a co-worker
  - wrongly accused of a misdeed
- 3.04 Communicate information about:
- home accidents
  - personal/family health problems and symptoms
  - status of individual or team production progress
  - ways to improve work/production efficiency
- 3.05 Give oral presentation about personal portfolio to a review committee.

**COMPETENCY GOAL 4: The learner will obtain and demonstrate functional receptive communication skills.**

**Objectives:**

- 4.01 Interpret and comprehend material presented orally as found in a variety of printed material in order to:
- organize information received in a logical order
  - present information in proper sequence
- 4.02 Comprehend oral directions for daily living and employment tasks in order to:
- develop a schedule
  - meet deadlines
  - follow a career plan
  - open a checking account
  - write a check
  - fill out a deposit slip
  - set up a budget
  - stay within a budget
- 4.03 Expand receptive language strategies to include:
- reading body language
  - interpreting voice tone
  - interpreting facial expressions

**COMPETENCY GOAL 5: The learner will obtain and demonstrate functional computer skills.**

**Objectives:**

- 5.01 Apply computer technology to access, analyze, interpret, synthesize, apply, and communicate by:
- using a database to sort records
  - using a database to search for information using "and" or "or" connectors
  - applying sorting and searching techniques to a prepared database to solve problems
  - entering and editing data into a prepared spreadsheet to test 'What If'
  - using a computer to communicate through an online service
  - identifying security issues related to online buying
  - using a computer to search for and obtain jobs

OCCUPATIONAL MATHEMATICS

# OCCUPATIONAL MATHEMATICS I

## Major Concepts

Occupational Mathematics I continues the study of: a) Computation: reading, writing, counting, and using whole numbers, decimals, fractions, and percents; b) Financial Management: recognizing and identifying basic financial information; c) Time and Measurement; d) Independent Living; and e) Technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

**Strands:** Computation, Financial Management, Time and Measurement, Independent Living, Technology

**Competency Goal 1: The learner will read, write, model, and compute numbers less than 1,000 using relevant and authentic independent living and employment concepts.**

### Objectives:

- 1.01 Read and write word names for numbers to 1,000
- 1.02 Compare and order numbers less than 1,000
- 1.03 Memorize addition/subtraction facts up to 18
- 1.04 Add 3 single-digit numbers
- 1.05 Model 2 digit addition and subtraction using manipulatives and alternative strategies
- 1.06 Add 2 and 3-digit numbers with and without regrouping
- 1.07 Subtract 2 and 3-digit numbers with and without borrowing
- 1.08 Make reasonable estimates up to 100 objects
- 1.09 Explain solutions to problems using:
  - words
  - pictures
  - numbers
- 1.10 Model and explain multiplication in a variety of ways including:
  - repeated addition
  - skip counting
- 1.11 Memorize or demonstrate the ability to use multiplication fact tables through 10.
- 1.12 Model and explain division in a variety of ways including:
  - sharing equally
  - repeat subtraction
  - its relationship to multiplication
- 1.13 Memorize or demonstrate ability to use basic division facts.
- 1.14 Divide numbers with and without remainders.
- 1.15 Perform one-step problems using division.
- 1.16 Check division problems using multiplication.
- 1.17 Solve meaningful multi-step problems including addition, subtraction, multiplication, and division and a variety of strategies including:
  - diagrams
  - organized lists
  - manipulatives
  - guess and check
  - calculators as appropriate
- 1.18 Model fractions and mixed numbers using:
  - regions and sets
  - describe relationships of parts to whole
- 1.19 Compare and order fractions using models; describe comparisons.
- 1.20 Model equivalent fractions using:
  - manipulatives
  - pictures
- 1.21 Use estimation techniques in determining solutions to problems.
- 1.22 Solve problems by identifying and correcting errors.

## Financial Management

**Competency Coal 2: The learner will demonstrate an understanding of financial management skills necessary for independent living and employment.**

### Objectives:

- 2.01 Demonstrate working vocabulary involving financial management.
- 2.02 Identify sources of income.
- 2.03 Identify ways to save money.
- 2.04 Determine the difference between fixed and changing monthly expenses.
- 2.05 Determine the difference between planned and unplanned expenses.
- 2.06 Determine financial information which should be saved.
- 2.07 Identify prices on merchandise.
- 2.08 Distinguish between needs and wants.
- 2.09 Identify and analyze factors to consider when choosing a bank.
- 2.10 Recognize and identify banking terms.
- 2.11 Identify and analyze the advantages and disadvantages of using checking and savings accounts.
- 2.12 Identify and recognize:
  - hourly wage
  - gross pay
  - net pay
  - deductions on a paycheck stub
- 2.13 Solve problems by identifying and correcting errors.

## Time and Measurement

**Competency Goal 3: The learner will demonstrate an understanding of basic time and measurement skills needed for independent living and employment.**

### Objectives:

- 3.01 Use calendar language appropriately:
  - seasons
  - months
  - today
  - tomorrow
  - yesterday
- 3.02 Sequence months and use the calendar to solve problems.
- 3.03 Read, write, and tell time using MilitaryTime.
- 3.04 Read, write, and tell time to the nearest hour using:
  - a digital clock
  - an analog clock
- 3.05 Read, write, and tell time to the nearest half-hour using:
  - digital clock
  - analog clock
- 3.06 Read, write, and tell time to the nearest minute using:
  - digital clock
  - analog clock
- 3.07 Solve problems related to time.
- 3.08 Recognize and identify regularly scheduled activities based on time.
- 3.09 Identify measurement tools:
  - ruler
  - yardstick
  - tape measure
  - carpenter's rule
  - meter stick
  - digital tape measure
  - measuring spoons
  - measuring cups
  - scales
  - clock

- timer
  - thermometer
  - thermostat
  - calendar
- 3.10 Identify situations in which one would need to use measuring tools:
- cooking
  - laundry
  - cleaning
- 3.11 Measure length in:
- inches
  - feet
  - yards
  - meters
- 3.12 Measure capacity using:
- cups
  - pints
  - quarts
  - gallons
  - liters
- 3.13 Measure weight using:
- ounces
  - pounds
  - kilograms
- 3.14 Read thermometers and relate temperatures to everyday situations.
- 3.15 Solve problems using measurement concepts and procedures. Explain the solutions.
- 3.16 Describe and identify:
- squares
  - rectangles
  - triangles
  - circles
- 3.17 Model the concept of area and perimeter using concrete materials. Estimate and record results.
- 3.18 Recognize and identify solid figures and identify employment areas where these would be used.
- cubes
  - cylinders
  - prisms

## **Independent Living**

**Competency Goal 4: The learner will demonstrate an understanding of mathematics skills needed for independent living.**

### **Objectives:**

- 4.01 Identify coins needed to buy items less than \$1.00.
- 4.02 Determine different sets of coins with equivalent values.
- 4.03 Determine the value of a set of coins.
- 4.04 Solve money problems using addition and subtraction skills.
- 4.05 Estimate cost and make change-using coins up to \$1.00.
- 4.06 Determine the value of sets of coins to \$5.00 creating equivalent amounts with different coins and bills.
- 4.07 Estimate and compute the cost of items up to \$5.00, making change up to \$5.00.
- 4.08 Round money amounts for personal expenditures.
- 4.09 Read money amounts involving decimals.
- 4.10 Add and subtract using decimals.
- 4.11 Calculate percent of a number for sales tax.
- 4.12 Distinguish among regular, sale, and clearance prices.
- 4.13 Use and compare unit price to demonstrate best value.
- 4.14 Identify the coins needed for vending machines such as:
- laundromat
  - food and drink machines
  - telephone
  - public copy machine
  - stamp machine

- 4.15 Demonstrate the use of a vending machine.
- 4.16 Compute the cost of a meal, including sub-total, tax and gratuity.
- 4.17 Follow a simple recipe.
- 4.18 Determine the appropriate clothing to be worn based on the outside temperature.
- 4.19 Identify the correct clothing size using measurement skills.
- 4.20 Describe and compare objects by their attributes and order sets of objects.
- 4.21 Sort by one or more attributes describing the rules used.

## **Technology Skills**

### **Competency Goal 5: The learner will demonstrate the selection and use of a calculator.**

#### **Objectives:**

- 5.01 Determine the most appropriate calculator for personal use.
- 5.02 Identify, recognize and demonstrate the use of:
  - keys
  - functions
  - decimal placement
- 5.03 Using the calculator solve problems involving:
  - addition
  - subtraction
  - multiplication
  - division
- 5.04 Solve problems by identifying and correcting errors using the calculator.

## OCCUPATIONAL MATHEMATICS II

### Major Concepts

Occupational Mathematics II continues from Occupational Mathematics I the study of computation and the application of these skills for independent living and successful employment. More emphasis is placed on application and problem solving in the areas of financial management, reading and interpreting schedules, time and measurement and independent living using technology, hands-on approaches and cooperative learning.

**Strands:** Computation, Financial Management, Time and Measurement, Independent Living, and Maps, Graphs, and Charts.

**Competency Goal 1: The learner will compute with whole numbers, decimals and fractions.**

### Computation

#### Objectives:

- 1.01 Read and write word names for numbers less than 10,000.
- 1.02 Compare and order numbers less than 10,000.
- 1.03 Review and expand previously introduced computational concepts.
- 1.04 Solve problems using:
  - words
  - pictures
  - numbers
- 1.05 Solve multiplication and division problems.
- 1.06 Use estimation techniques to solve problems with fractions.
- 1.07 Compute with decimals using:
  - addition
  - subtraction
  - multiplication
  - division
- 1.08 Use percent to compute tax and discount.
- 1.09 Apply whole number computation skills to problem solving.
- 1.10 Solve problems using the calculator.

### Financial Management

**Competency Goal 2: The learner will apply basic skills to financial management problems for independent living and employment.**

#### Objectives:

- 2.01 Identify important sections of bills, statements, and invoices.
- 2.02 Demonstrate the skills involved in paying bills.
- 2.03 Identify methods of paying bills and the advantages of each:
  - cash
  - money order
  - check
- 2.04 Complete a money order.
- 2.05 Determine when to pay bills.
- 2.06 Demonstrate actions to take if unable to pay bills ontime.
- 2.07 Recognize and identify the various sections on a paycheck stub.
- 2.08 Demonstrate an understanding of the purpose of banks and other financial institutions and the responsibilities associated with them:
  - writing checks
  - balancing a checkbook register
  - bank statement reconciliation
  - responsibilities of checking and savings accounts
  - using the ATM machine
  - debit card
- 2.09 Determine the consequences and action to take if a checking account is overdrawn.

- 2.10 Prepare a budget based on a specific income and determine adjustments needed.
- 2.11 Estimate the cost of:
  - recreation and leisure activities
  - housing
  - personal items
  - utilities
  - transportation
  - employment-related supplies
- 2.12 Recognize and identify terms related to completing income tax forms and their definitions.
- 2.13 Determine records that need to be maintained for tax purposes.

## **Time and Measurement**

**Competency Goal 3: The learner will calculate time and measurement problems for independent living and employment using computation skills.**

### **Objectives:**

- 3.01 Using a digital and analog clock tell time the nearest minute.
- 3.02 Tell time to the minute from a digital and analog clock.
- 3.03 Compute elapsed time intervals:
  - movie
  - concert
  - work
  - break
  - vacation
  - calendars
  - cooking
- 3.04 Read and write calendar time periods in a variety of notations.
- 3.05 Calculate, using area and perimeter, to determine supplies needed:
  - paint
  - wallpaper
  - fencing
  - seeds
  - fertilizer
  - water
  - flooring
- 3.06 Determine the temperature from a thermometer to:
  - interpret temperature changes
  - averages
- 3.07 Determine cooking time and temperature for various recipes and quantities in:
  - conventional oven
  - microwave oven
- 3.08 Identify shapes encountered in various area of employment:
  - square
  - rectangle
  - triangle
  - cones
  - cylinders
  - prisms

## **Independent Living**

**Competency Coal 4: The learner will apply decision-making and budgeting skills to independent living.**

### **Objectives:**

- 4.01 Give and receive the accurate amount of change following transactions in classroom and community settings.
- 4.02 Use catalogs to complete mail order forms given a specified amount of money.
  - tax
  - shipping
- 4.03 Demonstrate the ability to place a telephone order including:
  - returns
  - exchanges
  - confirmation number
- 4.04 Solve problems related to purchasing event tickets including single and multiple admissions.
- 4.05 Identify residential living options:
  - home ownership
  - rentals
  - manufactured housing
  - supported living
  - group home
- 4.06 Determine the location and availability of housing in the local area.
- 4.07 Investigate possible funding sources to obtain housing.
- 4.08 Determine the advantages and disadvantages of renting versus owning:
  - home
  - furniture
  - appliances
- 4.09 Determine the cost of:
  - moving
  - furnishing
  - utilities
  - repairs
  - insurance
  - deposits

## **Maps, Graphs, and Charts**

**Competency Goal 5: The learner will read, interpret, and solve problems involving maps, graphs, schedules, and charts.**

### **Objectives:**

- 5.01 Calculate mileage between cities.
- 5.02 Calculate gas mileage on a trip.
- 5.03 Recognize and identify places on a building directory. Determine most appropriate route to destination.
- 5.04 Solve problems involving schedules:
  - bus
  - train
  - television
  - airline
  - subway
- 5.05 Solve problems using maps:
  - legend
  - scale
  - charts
  - mileage
  - population
- 5.06 Recognize and identify parallel and perpendicular locations on road and city maps.
- 5.07 Read schedules and graphs as related to specified jobs in the local area.

- 5.08 Determine a system for:
- maintaining records
  - scheduling appointments
  - paying bills
- 5.09 Make predictions and solve problems using patterns involving:
- production rates
  - self-monitoring logs
- 5.10 Use and understand language of probability to describe events in daily living and determine appropriate actions.
- 5.11 Identify the advantages and disadvantages of using communication devices such as:
- cell telephone
  - pager
  - internet accounts

# OCCUPATIONAL MATHEMATICS III

## Major Concepts

Occupational Math III emphasizes the application of skills previously learned. In this course students demonstrate application of the skills in the community and places of employment.

**Strands:** Computation, Financial Management, Time and Measurement, Independent Living.

## Computation

**Competency Goal 1: The learner will apply computational skills.**

### Objectives:

- 1.01 Solve problems involving:
  - whole number computation
  - decimals
  - fractions
  - percent
- 1.02 Solve problems using the calculator.

## Financial Management

**Competency Goal 2: The learner will apply mathematics to financial management and employment skills.**

### Objectives:

- 2.01 Demonstrate understanding of the importance of reviewing and monitoring financial transactions for accuracy and completeness.
- 2.02 Complete credit applications and demonstrate an understanding of the billing procedures.
- 2.03 Organize and compile the information required to complete a credit application
- 2.04 Evaluate the advantages and disadvantages of buying on credit.
- 2.05 Investigate the places where credit may be obtained.
- 2.06 Determine the factors which affect a person's ability to obtain credit.
- 2.07 Predict possible consequences of abusing credit privileges.
- 2.08 Recognize and identify variable rates.
- 2.09 Recognize terms related to completing and income tax form and sources for assistance in completion.
- 2.10 Complete a W-2 form.
- 2.11 Identify the items needed from an employer for income tax purposes.
- 2.12 Complete 1040E-Z state and federal income tax forms.
- 2.13 Understand the importance and maintain a log of hours worked.
- 2.14 Determine the gross pay for a specified number of hours.
- 2.15 Determine production rates and gross pay for piecework.
- 2.16 Compute hourly wage including overtime wages.
- 2.17 Identify and understand the deductions from a paycheck to compute net pay.
- 2.18 Determine the cost of job related expenses.

## Time and Measurement

**Competency Goal 3: The learner will apply basic skills to time and measurement activities in school, community, and on the job.**

### Objectives:

- 3.01 Demonstrate the use of appropriate tools to measure objects.
- 3.02 Using the calendar plan dates and activities in the future.

- 3.03 Demonstrate the preparation and use of a daily schedule for:
  - medication
  - meal-time
  - arrival and departure time
  - transportation
- 3.04 Demonstrate the preparation and use of a weekly schedule for:
  - leisure activities
  - days off
  - overtime
- 3.05 Demonstrate the preparation and use of a monthly schedule for:
  - bill paying
  - travel
  - appointments

## **Independent Living**

### **Competency Coal 4: The learner will apply computation skills needed for independent living.**

#### **Objectives:**

- 4.01 Identify the types and amounts of insurance needed.
- 4.02 Evaluate the advantages and disadvantages of insurance options.
- 4.03 Monitor and correct performance during a specific task:
  - checkbook register
  - change
  - quality control
- 4.04 Demonstrate skills to use a calculator in everyday living situations.
- 4.05 Complete comparison-shopping activities involving:
  - best buy
  - quality vs. quantity
  - name-brand vs. storebrand
- 4.06 Evaluate the advantages and disadvantage of a lay away plan.
- 4.07 Demonstrate the understanding and use of:
  - coupons
  - rebates
  - other promotional offers
- 4.08 Plan and purchase items after determining the amount of discount, savings, and total cost.
- 4.09 Compute the cost of parking for specified time.
- 4.10 Demonstrate the ability to purchase airplane, train and bus tickets.
- 4.11 Plan a hotel stay, make reservations, and determine the cost of lodging.
- 4.12 Determine the cost of owning an automobile:
  - license
  - insurance
  - taxes
  - upkeep
  - fuel
- 4.13 Read, adjust, and follow recipes to:
  - plan a shopping list
  - budget amount needed
  - write a check
  - allot time to prepare
  - prepare simple meal
- 4.14 Develop an awareness of the responsibilities of using a computer:
  - cost involved
  - troubleshooting
  - safety
  - security

**LIFE SKILLS SCIENCE**

# LIFE SKILLS SCIENCE I

This course is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students will also receive instruction in the provision of first aid and accessing medical care. Students will have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community, and workplace.

**Strands:** Healthful living, safety and first aid.

**Competency Goal 1: The learner will develop the skills needed to exhibit safety measures and procedures in a variety of situations in the community, home and workplace.**

**Objectives:**

- 1.01 Identify factors in the home, the community, and on the job site that lead to accidents and demonstrate the ability to accurately point out dangerous situations.
- 1.02 Recognize and respond appropriately to danger/warning signs in the workplace and the community.
- 1.03 Describe the purpose of a "Neighborhood Watch" and the role individuals play in this process.
- 1.04 Define an emergency situation and differentiate between an emergency situation and a non-emergency situation.
- 1.05 Identify agencies that handle emergencies and demonstrate the ability to locate addresses and telephone numbers for these agencies or maintain a directory of these numbers.
  - Emergency Dispatch– 911
  - Highway Patrol
  - Sheriff's Department
  - City Police
  - Utility companies (e.g. electrical, gas, and water)
  - Poison Control
- 1.06 State the process for reporting an emergency to the proper authorities and correctly role-play making a request for assistance.
- 1.07 State strategies for ensuring safety in a variety of situations at home, in the workplace, and in the community.
  - Home safety
  - Electrical safety
  - Pedestrian safety
  - Motor vehicle safety
  - Public transportation safety
  - Hitchhiking
  - Being lost or separated from companions
  - Water safety
  - Bicycle safety
  - Fire safety
  - Occupational safety (e.g. food service, construction, service related industries)
- 1.08 Recognize the universal symbol for poison and identify common words associated with household and workplace poisons (e.g. ammonia, polish, glue, antifreeze, drain cleaner, lye, paint thinner, turpentine, gasoline, rubbing alcohol, etc.).
- 1.09 Identify safety procedures for handling common poisons and the consequences of misuse.
- 1.10 State the importance of escape routes for situations involving fires and demonstrate the ability to follow a map showing a designated escape routes.
- 1.11 Describe safety hazards associated with guns in the home and state practices that can prevent gun accidents.
- 1.12 Identify common disasters/accidents and state the proper procedures for preparation (if advance warning is received) and response:
  - Fire
  - Tornado
  - Electrical storm
  - Winter storm
  - Hurricane
  - Flood
  - Highway accidents

- 1.13 Demonstrate through role-playing the correct steps for preparation and response to a variety of natural disasters.
- 1.14 Name local, state, and federal agencies that provide assistance and relief during natural disasters and the process for accessing the services of these relief agencies.

**Competency Goal 2: The learner will obtain the skills needed to exhibit skills associated with providing simple first aid and obtaining medical treatment when needed.**

**Objectives:**

- 2.01 Distinguish between simple and serious injuries.
- 2.02 List and identify the items found in a work and home first aid kit and provide a description of how these items are used.
- 2.03 Identify simple injuries and demonstrate the proper procedures for providing simple first aid for these injuries:
  - Minor scrapes and cuts
  - Insect bites
  - Simple burns (including sunburn)
  - Puncture wounds
  - Nosebleeds
  - Bruises
  - Sprains
- 2.04 Identify injuries requiring medical assistance and demonstrate the proper responses for these injuries while waiting for medical attention to arrive:
  - Severe bleeding
  - Shock
  - Severe burn
  - Choking
  - Diabetic shock
  - Heatstroke
  - Poisoning
  - Allergic reaction
  - Snakebite
  - Broken bone
  - Seizure
  - Animal bite
  - Head/neck injury
  - Heart attack
  - Drug overdose
- 2.05 Identify symptoms of common non-serious illnesses and state routine home treatments and appropriate non-prescription medications:
  - Common cold
  - Influenza
  - Constipation
  - Diarrhea
  - Rash
  - Fever
- 2.06 Explain the primary function(s) of the major systems of the human body and the major organs within these systems in terms that would assist understanding information presented by a medical care provider:
  - Skeletal
  - Muscular
  - Reproductive (male and female)
  - Circulatory
  - Respiratory
  - Nervous
  - Digestive
  - Excretory
  - Endocrine
- 2.07 Identify major health-problems/conditions associated with the primary systems of the human body, common symptoms of these conditions, and when professional medical care is needed.

- 2.08 Identify the purpose of common health and medical tests/procedures:
  - Blood pressure
  - Pulse rate
  - Respiration
  - EEG
  - EKG
  - CAT Scan
  - Blood work
  - Drug test
  - Urine sample
  - Pap smear
  - Mammogram
- 2.09 Interpret common warning labels on prescription and non-prescription medications and demonstrate the appropriate response to warning labels.
- 2.10 Define terms related to medications:
  - Prescription
  - Refill
  - Pharmacist
  - Dosage
  - Side effects
  - Generic
- 2.11 Describe and demonstrate the ability to have a prescription filled or purchase medical supplies at a local pharmacy.
- 2.12 Identify the need for seeking medical services related to vision and hearing and the procedure for obtaining these services.
- 2.13 Identify various community sources of medical and emotional care and the services that can be obtained from these agencies:
  - Health department
  - Medicaid clinics
  - Hospital
  - Family medical practices
  - Mental health center
  - Crisis clinic
- 2.14 List the things that should be considered when choosing a personal physician or a specialist.
- 2.15 Define the term “patient rights” and describe common rights usually afforded to those seeking medical care.
- 2.16 State the importance of insurance and identify various sources for obtaining health, medical, and dental insurance.
- 2.17 List the types of medical information needed when obtaining medical care and demonstrate the ability to locate/maintain this type of information.
- 2.18 Describe why it is important to consider one's family medical history when making personalized plans for preventive health measures.
- 2.19 Describe and demonstrate the appropriate behaviors and responses for interacting with medical personnel during routine examinations and other types of medical care.
- 2.20 Demonstrate the ability to apply assertiveness, negotiation, and refusal skills to situations involving health risks or medical treatment.
- 2.21 Demonstrate through role-playing the ability to make an appointment for medical care or treatment.

**Competency 3: The learner will develop the skills needed to practice healthful living and good nutrition.**

**Objectives:**

- 3.01 Recognize the relationship between daily hygiene/grooming habits and good health and demonstrate appropriate hygiene and grooming on a consistent basis utilizing the proper items/products:
  - Dental
  - Hair
  - Nails
  - Body
  - Skin
- 3.02 State the importance of maintaining clean living and work environments and demonstrate the ability to adequately clean these areas using appropriate supplies.
- 3.03 State common practices that help prevent illnesses and germ spreading.

- 3.04 Demonstrate the ability to distinguish between health-promoting products and cosmetic products.
- 3.05 Define "substance abuse", methods for avoidance, negative consequences, and methods for obtaining assistance.
- 3.06 Define the term "mental health", identify sources of mental health services, and describe the impact of various mental health issues/conditions on the quality of life:
  - Depression (including suicidal tendencies)
  - Stress
  - Grief
  - Eating disorders
- 3.07 Define "immunization", the reason for required immunizations, possible side effects, and where immunizations may be obtained.
- 3.08 Identify the basic food groups and the types of foods that are included under each of these groups.
- 3.09 State the importance of good nutrition and list basic guidelines for the practice of good nutrition.
- 3.10 Describe the characteristics of diets classified as:
  - Low fat
  - Low calorie for weight loss
  - High cholesterol
  - Low sodium
  - Low protein
  - Diabetes
- 3.11 Identify credible methods for controlling weight gain and recognize "fad" diets or gimmicks used for weight loss.
- 3.12 Identify eating disorders, describe the symptoms of eating disorders, and how to obtain help.
- 3.13 Locate nutritional information on a variety of food packages and apply this information to planning a healthy diet.
- 3.14 State the benefits of a regular exercise program including its relation to weight and health and the guidelines that should be followed when participating in an exercise program (e. g. self-pacing, health conditions, preparation, safety).
- 3.15 Describe methods for avoiding the following injuries during exercise routines and providing care for these injuries if they do occur:
  - Blisters
  - Bruises
  - Cramps
  - Ligament damage
  - Sprains
  - Muscle strain
- 3.16 Demonstrate the ability to keep a weight chart and plan a personal exercise routine including three types of physical exercise: strength, endurance, and flexibility.
- 3.17 Identify foods that are high-risk for contamination/spoilage and state the proper methods for handling, preparing, and storing these types of foods.
- 3.18 Plan and prepare a simple meal based on solid nutritional guidelines and demonstrate the following dining preparation of a meal:
  - Develop a grocery list
  - Purchase food
  - Awareness of cooking terms
  - Cooking methods
  - Kitchen appliance usage

## LIFE SKILLS SCIENCE II

Students will develop basic, functional knowledge of science concepts in the areas of earth science, environmental science, and physical science. Students will also develop skills in the area of healthy relationships. Students will have the opportunity to apply the science-based concepts to daily living situations at home, in the community, and the workplace.

**Strands:** The nature of science, science in personal and social perspectives, relationship skills, human reproduction, earth science, environmental science, and physical science.

**Competency Goal 1: The learner will demonstrate an understanding of the issues surrounding relationships, families, marriage, and parenting.**

**Objectives:**

- 1.01 Describe the dynamics of relationships within a family structure and identify the characteristics of appropriate behavior between various family members.
- 1.02 Identify the responsibilities of various family members.
- 1.03 Describe different types of family structures:
  - Natural vs. adoptive
  - Traditional
  - Foster parent
  - Single parent
  - Guardian
  - Step-parent
  - Grandparent
  - Single individual
  - Group home
- 1.04 Identify characteristics to look for in a friend, date, or marriage partner.
- 1.05 List strategies for making friends and maintaining positive relationships.
- 1.06 Discuss the factors that should be considered when making a decision concerning a long-term relationship or a marriage.
- 1.07 Describe the personal and legal responsibilities associated with marriage.
- 1.08 Describe various conflict resolution strategies appropriate for a relationship and demonstrate the ability to problem-solve within a relationship.
- 1.09 Discuss problems that are common to many marriages, how these problems may result in the failure of the marriage if not solved in a timely fashion and identify individuals/agencies that can assist couples having marital problems.
- 1.10 Define “separation” and “divorce” and the legal procedures associated with each process.
- 1.11 Describe major characteristics of various developmental stages:
  - Infancy
  - Toddlers
  - Preschool
  - Elementary
- 1.12 List major parental responsibilities and appropriate parental support at each stage of a child's development.
- 1.13 Discuss factors that should be considered when making the decision to have children.
- 1.14 Describe appropriate methods of disciplining children.
- 1.15 List appropriate activities in which a parent and child can participate together and the advantages of these activities.
- 1.16 Recognize how certain factors impact on the physical/emotional development of children:
  - Poverty
  - Substance abuse
  - Divorce
  - Child abuse
  - Spousal abuse
- 1.17 Identify the characteristics of child abuse and spousal abuse, preventive methods and individuals/agencies that can provide assistance in abusive situations.

**Competency Goal 2: The learner will obtain an understanding of human reproduction and responsible sexual behavior.**

**Objectives:**

- 2.01 Describe the characteristics of male and female puberty.
- 2.02 Define “sexual exploitation” and demonstrate strategies for prevention and reporting.
- 2.03 Describe behavior that is appropriate for public places.
- 2.04 Explain methods of contraception and recognize that no form of birth control is 100% effective except for abstinence.
- 2.05 Identify abstinence from sexual intercourse as the best and safest method of avoiding pregnancy and sexually transmitted diseases (STDs) and note the advantages of choosing this type of contraception.
- 2.06 Discuss the emotions and possible consequences of choosing to have sexual intercourse (e.g. low self-esteem, pregnancy, STDs).
- 2.07 Identify common sexually transmitted diseases (STDs), their symptoms, the manner in which STDs are contracted, and possible treatments.
- 2.08 Define AIDS and HIV and distinguish between medically proven forms of transmission and fables/myths.
- 2.09 Identify high-risk behaviors for contracting HIV/AIDS.
- 2.10 Identify community resources for family planning and the treatment of sexually transmitted diseases (STDs) and the process for accessing the services of these agencies.
- 2.11 Describe the consequences and responsibilities of pregnancy.
- 2.12 Identify the symptoms of pregnancy and the physical and emotional changes that occur during pregnancy.
- 2.13 Explain the importance of prenatal care, the process for obtaining prenatal care, and the major strategies involved in ensuring adequate prenatal care.
- 2.14 Identify the symptoms of labor, the procedures involved during delivery, and possible complications that can occur during the birth process.

**Competency 3: The learner will develop a basic understanding of earth science in the area of plants, animals, and weather.**

**Objectives:**

- 3.01 State the importance of plants and animals in everyday life.
- 3.02 Identify similarities and differences in common plants:
  - Appearance
  - Growth
  - Change
  - Use
- 3.03 Describe the general procedures in routine plant care and exhibit the ability to take care of indoor and outdoor plants.
- 3.04 State facts related to plant growth and identify the basic parts of a plant.
- 3.05 Demonstrate the process for growing new plants from:
  - Seeds
  - Bulbs
  - Cuttings
  - Runners
- 3.06 Describe how environmental forces can affect plants.
- 3.07 Identify plants that are toxic to humans and the consequences of contact with these plants through ingestion or touch.
- 3.08 Identify similarities and differences in common animals:
  - Appearance
  - Growth
  - Change
  - Use
- 3.09 Describe the general procedures involved in caring for common household pets (e.g. food, water, shelter, medical care, nurturing) and demonstrate the ability to care for a pet.
- 3.10 Identify basic safety procedures when handling animals (e.g. domestic, wild, farm) and respond appropriately when asked to handle animals in a safe manner.

- 3.11 List advantages and disadvantages of owning a pet:
  - Cost
  - Housing
  - Allergies
  - Safety
- 3.12 Describe the role of the veterinarian, the Humane Society, and Animal Control:
  - Role and function
  - Reasons for using services
  - Process for accessing services
  - Cost of services
- 3.13 Demonstrate the ability to read and interpret thermometers correctly.
- 3.14 Define common weather-related terms in a manner that is functional to understanding weather reports:
  - Precipitation
  - Temperature
  - Humidity
  - Wind speed
  - Wind chill
  - Warning
  - Watch
- 3.15 Relate seasons to weather conditions and changes.
- 3.16 Define "meteorologist" and the role of the meteorologist in weather forecasting.
- 3.17 Distinguish between a short-term and long-term weather forecast.
- 3.18 Discuss the accuracy of weather forecasting.
- 3.19 Describe various weather conditions that could constitute weather hazards and identify appropriate responses to the forecasting of these conditions.
- 3.20 Indicate sources of weather-related information and access these sources in order to make plans:
  - Television (local and cable channels)
  - Radio
  - Newspaper
  - Internet

**Competency Goal 4: The learner will develop an understanding of environmental science.**

**Objectives:**

- 4.01 Define pollution and identify major causes of and problems related to air pollution, water pollution, and soil pollution.
- 4.02 Identify solutions to the environmental problems caused by individuals and industry.
- 4.03 Define "recycling" and its benefits.
- 4.04 Distinguish between biodegradable and non-biodegradable products and classify common objects into these categories.
- 4.05 Explain the purpose and benefits of a recycling center.
- 4.06 Explain the term "medical waste" and basic guidelines for handling medical waste in various health-related occupations.
- 4.07 Demonstrate the ability to participate a recycling program at home, at school, and/or in the community.
- 4.08 Identify the various uses of common fuels (e.g. gas, diesel, kerosene, propane, oil).
- 4.09 Identify safety procedures for handling various fuels (e.g. gas, diesel, kerosene, propane, oil).
- 4.10 Identify methods for the conservation of energy at home and in the workplace and develop a personal plan for energy conservation.
- 4.11 State the importance of wildlife management and some of the major strategies/laws used to protect wildlife (e.g. endangered species act, hunting and fishing laws/licenses):

**Competency 5: The learner will obtain knowledge of physical science in the areas of tools, simple machines, energy, and physical properties.**

**Objectives:**

- 5.01 Demonstrate the ability to accurately identify/describe objects using at least four properties (e.g. color, shape, texture, weight) and a least three senses in order to provide information to a co-worker/supervisor or participate in workplace problem-solving situations.
- 5.02 Recognize how inaccurate measurement can result in unsuccessful or incomplete results.

- 5.03 Demonstrate the ability to make accurate predictions about possible occurrences of various events in everyday life.
- 5.04 Identify various types of simple machines, their benefits, and usage:
- Incline plane
  - Lever
  - Pulley
  - Wheel and axle
  - Wedge
  - Screw
- 5.05 Identify tools/appliances in everyday life, identify ways in which tools/appliances help people do work and apply their use to a variety of tasks at home and at work.
- 5.06 Define a "compound machine" and identify compound machines in everyday life (e.g. can opener, bicycle, zipper, wheelbarrow).
- 5.07 Identify tools that can be found in a basic toolbox and demonstrate the ability to use these tools for simple repairs/adjustments.
- 5.08 Distinguish common metals (e.g. brass, copper steel, aluminum, iron) and classify various objects found in the home and the workplace into various categories of metals.
- 5.09 State basic guidelines for the care and cleaning of common metals.
- 5.10 Define "friction", its characteristics, and relate the concept of friction to various work situations.
- 5.11 Identify the three states of matter (e.g. liquid, gas, solid) and give common examples of each found in the home and the workplace.
- 5.12 Identify how various forms of energy are applied to daily life (e.g. electrical energy used for appliances, mechanical energy used for clocks, solar energy used for heating/air).
- 5.13 Recognize that weight is not always related to size and demonstrate the ability to make fairly accurate predictions about objects and their weight
- 5.14 Define the terms 'transparent', 'opaque', 'translucent,' and relate these terms to the workplace.
- 5.15 Demonstrate an understanding of the relationship between light and heat.